Ministry of Education

2017/18 – 2019/20 SERVICE PLAN

February 2017

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Published by the Ministry of Education

Minister
Accountability Statement

The *Ministry of Education 2017/18 - 2019/20 Service Plan* was prepared under my direction in accordance with the *Budget Transparency and Accountability Act*. I am accountable for the basis on which the plan has been prepared.

The Honourable Mike Bernier

Minister of Education

February 7th, 2017

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Purpose of the Ministry

The purpose of the British Columbia school system is to enable the approximately 550,000 public and 81,000 independent school students, and over 2,200 home-schooled children, enrolled each year, to develop their individual potential and to acquire the knowledge, skills and abilities needed to contribute to a healthy society and a prosperous and sustainable economy. The ministry provides leadership and funding to the K-12 education system through governance, legislation, policy and standards. The ministry's role in helping to meet the purpose of the school system involves co-governing, with boards of education, the K-12 education system, working closely with a network of partners, including independent school authorities, professional education organizations, public libraries, First Nations representatives, provincial ministries and agencies and the private sector. Specific roles and responsibilities are set out under the *School Act*, the *Independent School Act*, the *Teachers Act*, the *Library Act*, the *First Nations Education Act*, the *Community Care and Assisted Living Act*, the *Special Accounts Appropriation and Control Act*, and accompanying regulations.

Strategic Direction and Context

Strategic Direction

One of the goals of this government is to make sure British Columbians are at the front of the line for the one million job openings forecasted for the British Columbia (BC) economy in the coming years. The ability of British Columbians to take advantage of our growing economy is determined in part by ensuring that the right opportunities are made available to students in different areas of the province. To this end, the ministry is focused on priorities outlined in the *Minister of Education's Mandate Letter*: a balanced budget; restructured collective bargaining process, improved professional development practices, successful implementation of *BC Jobs Plan* and *BC's Skills for Jobs Blueprint: Re-engineering Education and Training* priorities; and continuation of the educational reforms outlined in the *BC Education Plan*. While education funding has never been higher, the Ministry is committed to ensuring that *Taxpayer Accountability Principles* guide decision making and maintain public confidence in the system. By working with school districts to reduce the cost of administrative overhead, we can help maximize resources for the classroom. Many of the activities leading to successful delivery of this Service Plan will depend on effective collaboration between government ministries, school districts, teachers, parents, post-secondary institutions, provincial agencies, industry and employers.

Strategic Context

BC has an education system that strives to motivate talented and engaged students, through outstanding delivery by teachers, involving committed parents, and enhance links to dedicated education partners. BC students perform among the best in the world by many *measures*. Characteristics of a strong education system include a continuous drive to improve outcomes for each learner and address differences amongst particular groups of students, most notably Aboriginal learners and students in care. The ministry will continue to work with all education partners to see these improvements.

It is well known that engagement is a critical factor in student achievement. Disengagement in school is oftentimes the result of a lack of connection to learning that makes sense in the world outside of school. Education needs to respond to the ever-changing world our youth will experience throughout their lives. We owe it to our youth to create a more flexible, dynamic education system - one suited to enhancing student engagement in order to better prepare them for life after high school.

This situation is not unique to BC. Other leading jurisdictions, such as Finland and New Zealand, are responding and shifting their approaches to learning. Like BC, other education leaders have responded and shifted their systems to better meet the needs of today's students, through improved, more personalized, approaches to learning.

We have an incredible opportunity on the horizon. It is expected by 2022 that approximately *one million jobs* will become available in BC. However, only about 530,000 young learners will enter the job market over the same period. This difference between opportunity and supply creates both a challenge and an opportunity for education in the province. The ministry's *Education Plan* provides the vision for how the education modernization currently underway meets this challenge and supports the overarching goal of preparing young people to capably succeed in a rapidly changing world.

Goals, Objectives, Strategies and Performance Measures

The ministry will continue to work towards improving outcomes for each learner in the system. Through three goals, we will support government priorities including the *BC Jobs Plan*, *BC's Skills for Jobs Blueprint*, *#BCTECHStrategy*, and *Taxpayer Accountability Principles*, while strengthening the K-12 education system. In keeping with the transformation of the education system in BC, the ministry will periodically review and reconsider the Service Plan goals, objectives and Performance Measures.

Goal 1: Personalized, Flexible Education that Enables Students to be Successful

The ministry is committed to supporting the education system in achieving its mandate: preparing today's youth with knowledge and skills they will need to adapt and thrive in an everchanging world. Implementing a more personalized, learner-centred, approach allows students more freedom to pursue their individual interests and passions, in addition to mastering the foundational skills of literacy and numeracy.

Objective 1.1: Create a Personalized Learning Education System Based on the Demonstrated Aptitudes and Expressed Interests of Individual Students

The new K-9 curriculum, now in place, provides for greater flexibility and space for teachers and students. The draft curriculum for Grades 10-12 is also now available for optional use and trialing in high schools. Currently, provincial assessments are being redesigned to align with this new curriculum, while still maintaining a high degree of rigour and standards.

Strategies:

- Modernize our *current curriculum* in collaboration with education partners, parents and the public, and align assessment methods to make them more responsive to individual students;
- Create an inclusive, safe and respectful education experience that recognizes the needs of each learner – including Aboriginal learners, French and English language learners, international students, rural learners, students requiring special supports, and learners of all sexual orientation and gender identity;
- Align graduation requirements with the new curriculum as the foundation for an updated, personalized graduation program - one where both academic and vocational success are equally valued; and
- Create new provincial-level assessments to accurately measure Goal 1 - a personalized education system that enables students to be successful.

Performance Measure 1: Grade to Grade Transition Rates

Performance Measure	2011/12 Baseline	2016/17 Forecast	2017/18 Target	2018/19 Target	2019/20 Target
Grade 8 to Higher Grade	97%	≥97%	≥97%	≥97%	≥98%
Grade 9 to Higher Grade	96%	≥97%	≥97%	≥97%	≥98%
Grade 10 to Higher Grade	91%	≥93%	≥93%	≥93%	≥94%
Grade 11 to Higher Grade	87%	≥89%	≥89%	≥89%	≥90%

Data Source: Ministry of Education, Satisfaction Survey, *www.bced.gov.bc.ca/reporting/province.php*

Discussion:

This Performance Measure represents the percentage of students who, in a given year, successfully complete the grade level they are at and transition to a higher grade level the following school year. Information regarding students transitioning from one grade to the next provides an important indication of success in the K-12 system. Students who transition on time have an increased likelihood that they will graduate and be prepared to move into the workplace, or continue their education after high school.

Grade 8 and 9 transition rates are stable at approximately 97%. The roughly 3% who do not successfully transition either migrate to another jurisdiction, or repeat the grade. Very few students drop out at this point because most of these students are legally required to attend school. Grades 10 and 11 non-transition rates are stable at 7% and 11%, respectively. The increase over Grade 8 and 9 non-transition rates is most likely due to students dropping out of school, but other factors such as out-migration from the province, and repeating a Grade may be factors. The ministry will continue to monitor this measure in future Service Plan Annual Reports.

Objective 1.2: A Flexible Education System that Provides Families, Students and Teachers Options in How, When and Where Education is Delivered

Since today's youth have access to technologies unheard of twenty years ago, students and families expect more flexibility in their day-to-day learning environments. As such, the ministry works with its partners to improve the amount of choice available to learners on when and where they learn. Whatever their chosen path, students have the opportunity to blend the processes of their learning through online, distributed, and bricks and mortar classrooms.

Strategies:

- Recognize multiple pathways to graduation and career preparation, including traditional classrooms, distributed learning, independent schools, home schooling, apprenticeships, community learning, public libraries, trades training involving local industry and group learning options; and

- Create more flexibility and accountability within the funding system for education that supports personalized learning, encourages student participation in trades training, and streamlines transitions to post-secondary pursuits.

Objective 1.3: An Education System Focused on Student Success

Success for students takes many forms. For some learners, academics beyond high school, is clearly their best choice. For other students, a career in skilled areas, such as the trades or high tech, is the right path for them. A central task of the education system is to ensure, as often as possible, that students leave the K-12 system knowing themselves and where they want and should go. It is one of the fundamental expectations of the system by every parent with school-aged children. As education partners work together to develop an improved provincial assessment program and accountability processes (BC's Framework for Enhancing Student Learning), tools beyond the current Foundation Skills Assessment and provincial examinations are now being explored to evaluate system performance. These jointly-identified and developed measures of student success are expected to be reflected in future Service Plans, in order to provide increased coherence between school district performance and the Ministry of Education.

Strategies:

- Continue to support the work of the First Nations Health Council in the development of a social determinants of health strategy and implement actions that are consistent with that strategy. Early actions include:
    - investing, on a per-student basis, in enhanced services for Aboriginal students to increase their sense of belonging and improve their school experience;
    - raising awareness of Aboriginal cultures, histories, and languages, through curriculum, and through professional development opportunities for educators;
    - reducing racism by developing with school districts an equity tool; and,
    - addressing all recommendations by the Auditor General, including the development of a high level strategic plan for Aboriginal education.

- Enhance positive education environments that allow students to explore their stated interested and demonstrated aptitudes, and provide them with opportunities to experience both challenge and success;
- Improve outcomes for all learners and enhance professional capacity in the system, with BC's Framework for Enhancing Student Learning;
- Work with the Ministry of Health on the Healthy Schools BC initiative, which aims to improve the educational and health outcomes of students using a Comprehensive School Health approach. In their Service Plan, the Ministry of Health reports on the percentage of students who are learning to stay healthy. The Ministry of Education's role in this matter is to provide advice, consult with education partners on development of resources and implementation of the initiatives, and maintain effective communication with school districts;
- Work with the Ministry of Advanced Education on a joint strategy to increase the number of K-12 students entering post-secondary education and trades training, and facilitate transitions to the workplace; and
- Create partnerships between the K-12 education sector, post-secondary institutions, business and local communities to help connect students with opportunities available in various careers and support them in forming and achieving their career goals.

Performance Measure 2: Percentage of Students Who Report Satisfaction That School is Preparing Them for a Job, or Post-Secondary Education

Performance Measure	2013/14 Baseline	2016/17 Forecast	2017/18 Target	2018/19 Target	2019/20 Target
Percentage of Grade 10 students who report that they are satisfied that school is preparing them for a job in the future.	37%	38%	40%	42%	45%
Percentage of Grade 12 students who report that they are satisfied that school is preparing them for a job in the future.	25%	26%	28%	30%	33%
Percentage of Grade 10 students who report that they are satisfied that school is preparing them for a post-secondary education.	48%	50%	52%	54%	57%
Percentage of Grade 12 students who report that they are satisfied that school is preparing them for a post-secondary education.	41%	42%	44%	46%	47%

Data Source: Ministry of Education, Satisfaction Survey, www.bced.gov.bc.ca/reporting/province.php

Discussion:

The Satisfaction Survey is administered annually as part of the accountability cycle, and gathers opinions from students, parents/guardians and school staff on achievement, human and social development, and safety. The number of students who report that school is preparing them for a job in the future, or for post-secondary education, helps demonstrate the impact of the current education practices in BC high schools. Student satisfaction in these areas has been declining and reached a low in 2013/14. The ministry is taking action to improve student preparedness for life after school by ensuring flexibility in both the new curriculum and graduation program, by working with school districts to improve readiness for transitions to both work and post-secondary education, through an explicit focus on career development in BC's Framework for Enhancing Student Learning, and by engaging in research, and other efforts, with education partners to improve these results.

Performance Measure 3: Student Participation in Youth Apprenticeship Programs

Performance Measure	2012/13 Baseline	2016/17 Forecast	2017/18 Target	2018/19 Target	2019/20 Target
Annual number of students participating in youth apprenticeship programs*	3,000	4,200	5,000	5,000	5,475

Data Source: Industry Training Authority ***Note:** Data for this measure are collected on a fiscal year basis.

Discussion:

It is expected that up to one million jobs will become available in BC by 2024. Roughly 40% of those jobs will require some form of trades or technical training. BC's Skills for Jobs Blueprint helps align training and education with in-demand jobs. The number of students participating in youth apprenticeship programs provides insight into whether students are connected to available opportunities in various sectors.

To ensure students have the opportunities to explore career options and prepare for the workforce or more training after graduation, the Ministry of Education is working in partnership with other ministries and organizations, including the Ministry of Jobs, Tourism and Skills Training and the Industry Training Authority on the content and distribution of materials related to their youth programming. Ongoing partnerships are also in place with the Ministry of Advanced Education, the Ministry of Social Development and Social Innovation, the Ministry of Aboriginal Relations and Reconciliation, the Career Education Society, and Skills Canada BC.

Since 2014, the Ministry of Education has also provided career-specific funding to school districts. Skills Training Access Grants are provided to districts to help students get access to training opportunities, and the Skills Training Support Agreements support districts' career education and

trades training programs. Recently, the Ministry of Education also committed to providing $15 million to school districts to strengthen trades programs in their schools with funding for tools, machinery, and equipment.

Goal 2: Effective Support for Teachers

At the core of all exceptional learning environments is an outstanding teacher. The ministry is committed to not only supporting teachers in the work of preparing students for life after school, but in demonstrating to young people that there is great joy in the learning process itself.

Objective 2.1: Improved Communication with Teachers

Teachers know that education is a communal endeavour; they have always shared information and best practices. The ministry believes that supporting collaboration amongst educators can only lead to better outcomes for today's youth. Enhancing communications provides opportunities for teachers, administrators, and the ministry to disseminate and share important information. *Learn Magazine* is one example of how the ministry ensures that teachers, and other members of the education community, are informed about the Standards of Education, Competence and Conduct required for teaching in BC.

Strategies:

- Engage with teachers to learn what they need to improve classroom practices and to feel effectively supported; and
- Find new ways to share teachers' knowledge of effective teaching practices across the education system.

Objective 2.2: Improved Support for Teachers

Strategies:

- Work with our education partners to support ongoing professional development for teachers, based on the standards established by the BC Teacher's Council and recognizing our communal interest in promoting a strong professional identity within the teaching profession;
- Work with the BC Teachers' Council to develop revised standards for BC teachers to promote excellence within the teaching profession.
- Improve education opportunities, including working with partners to target professional development involving successful implementation of new curriculum and best practices in aboriginal education.
- Work with school districts and teachers to ensure educators have effective technology to support student success; and,

- Improve access to information regarding best practices in teaching.

Performance Measure 4: Schools on the Next Generation Network

Performance Measure	2016/17 Forecast	2017/18 Target	2018/19 Target	2019/20 Target
Percentage of schools on the Next Generation Network	100%	N/A	N/A	N/A

Data Source: Ministry of Education, Information & Technology Management Branch

Discussion:

To ensure students are able to thrive in an increasingly digitized world, the ministry will continue to support quality, technology-related learning. The Next Generation Network (NGN) is an initiative that will transform the Provincial Learning Network to a high-capacity, modern system: one that can grow and adapt to changing future requirements. The initiative provides modern infrastructure that will transform the Provincial Learning Network to a high-capacity, modern system: one that can grow and adapt to changing future requirements. Not only does the network keep pace with the evolving use of Internet by students and educators, it also provides firewall management, web/URL filtering and IDS/IPS (Intrusion Detection Systems and Intrusion Prevention Systems) which enables leading edge technologies to be applied in classrooms, schools, and Districts. The NGN will also provide a critical foundation for other system-wide tools, such as MyEducationBC, and further connect schools and communities, across the province, through a robust data-carrying network. As of November 2016 98% of school district sites have been updated, and meeting the 100% target for the 2016/17 fiscal year is within project scope. This Performance Measure was retained in Service Plan as this initiative is not expected to be complete until the end of 2016/17 fiscal year. As such, the Forecast for this year is 100%, and future targets for this Performance Measure are not applicable, and have been so indicated.

Goal 3: An Effective, Accountable and Responsive Education System

With school district operating grants surpassing $4.8 billion[1] in 2015/16, the education system, as stewards of these public funds, needs to demonstrate accountability, professionalism and transparency in its decision-making processes and its actions to maintain the confidence of British Columbians. We all need to know that students receive an education that provides them with excellent life opportunities. An effective, accountable and responsive education system is one clearly focused on student success, in all its forms, and is comprised of people who collaborate effectively, understand

[1] **Source**: www2.gov.bc.ca/gov/content/education-training/administration/resource-management/k-12-funding-and-allocation/operating-grants/k12funding-15-16

their roles in facilitating student success, and are flexible in the face of constant change. British Columbia's world-class education system is one that is focused on the future, learns from past experiences and reports publicly and clearly on its progress, achievements and challenges.

Objective 3.1: High Standards for Individual Students

Student progress will continue to be monitored through new provincial assessments. In addition to these, effective assessment practices in the classroom are crucial in ensuring student success. Classroom assessment becomes even more important in personalized learning environments. Given the new curriculum now in place and in draft form, educators will have more flexibility in deciding exactly when and how students performance is measured. The province will also be developing supporting resources and guidelines to support teachers in their classroom assessment practices.

Strategies:

- Support, measure and report student success across the K-12 system in a way that improves learning outcomes, connects families and teachers, and aligns with ministry and school district targets;
- Align graduation requirements with the new curriculum in Grades 10 to12, based on the knowledge, skills, and competencies that students will need to compete in tomorrow's workforce;
- Collaborate with provincial education partners to evaluate and improve BC's provincial assessment program;
- Implement an improved accountability framework, BC's Framework for Enhancing Student Learning; and,
- Facilitate access to the technology students and parents need to support success in personalized learning and set standards for digital literacy.

Performance Measure 5: Completion Rate

Performance Measure	2011/12 Baseline	2016/17 Forecast	2017/18 Target	2018/19 Target	2019/20 Target
The percentage of all students who complete school within six years of first starting Grade 8	82%	85%	≥86%	≥87%	≥87%
The percentage of Aboriginal students who complete school within six years of first starting Grade 8	56%	65%	≥67%	≥69%	≥69%
The percentage of students with Special Needs who complete school within six years of first starting Grade 8	56%	68%	≥70%	≥72%	≥72%

Data Source: Ministry of Education, www.bced.gov.bc.ca/reporting/province.php. **Note**: Special Needs students include those with Sensory Disabilities, Learning Disabilities and Behavioural Disabilities

Discussion:

Completion rates are determined by calculating the percentage of students who successfully complete graduation requirements and obtain a Dogwood Diploma or an Adult Dogwood within six years of starting Grade 8 in a BC public or independent school. Completion rates have long been a Performance Measure in previous Service Plans, because young adults are better positioned to transition to post-secondary studies, or the workplace, if they complete graduation requirements and receive a secondary school graduation diploma.[2] These targets have been set acknowledging that as graduation rates continue to improve, significant yearly increases become more challenging.

Objective 3.2: A Transparent and Responsive Education System that Works with Families, Employers and Communities to Position Students for Success in Post-Secondary Education and in the Workplace

The future prosperity of BC is dependent, in part, on the education system effectively preparing young learners for independent lives, while arming them with the knowledge and skills to necessary to function effectively in society. Students need to develop communicating, thinking, and personal and social competencies, along with necessary foundational skills. Every stakeholder in the system - the ministry, educators, and parents - strives to ensure that education is delivered transparently, while ensuring high standards and the best possible outcome for each student.

Strategies:

- Encourage parents and the public to engage in the process of education modernization, including an enhanced web presence, and public dialogue around what is valued in education;
- Make education system-related data and information transparent and accessible to students, parents, teachers, administrators and those working to improve education in BC;
- Work with all education partners to develop improved system-wide reporting practices based on the values of BC's Framework for Enhancing Student Learning;
- Work with school districts on the successful delivery of capital projects, in communities all over BC, that support student learning;
- Work with school districts to set clear accountabilities for increased enrolment in career programs, improved trades promotion and expanded partnerships with industry and post-secondary institutions, guided by the BC Jobs Plan and BC's Skills for Jobs Blueprint.

[2] For more information about past and present completion rates, please visit *www.bced.gov.bc.ca/reporting/*.

- Work with library partners and stakeholders to deliver on "Inspiring Libraries, Connecting Communities: a Strategic Plan for public library service in BC."

Performance Measure 6: Capital Project Performance

Performance Measure	2016/17 Forecast	2017/18 Target	2018/19 Target	2019/20 Target
The percentage of school district capital projects that meet their approved schedule and budget.	86%	90%	92%	94%

Data Source: Ministry of Education, Capital Management Branch

Discussion:

This Performance Measure evaluates the delivery of school districts capital construction projects within the ministry's annual capital plan. The number and value of projects varies from year to year. This measure allows the ministry to assess how effectively school district capital projects are delivered with respect to scope, schedule and budget. Projects range in size, scope and value, and use a variety of procurement methods. The ministry allocates funding and monitors cash flow, and boards of education are responsible for delivering school capital projects according to approved scope, schedule and budget.

Resource Summary

Core Business Area	2016/17 Restated Estimates[1]	2017/18 Estimates	2018/19 Plan	2019/20 Plan
Operating Expenses ($000)				
Public Schools	5,087,660	5,370,963	5,420,008	5,421,933
Independent Schools	358,100	383,200	381,700	381,700
Transfers to Other Partners	82,275	86,475	86,475	86,475
Executive and Support Services	43,211	44,238	43,805	43,805
British Columbia Training and Education Savings Program Special Account	30,001	30,001	30,001	30,001
Teachers Act Special Account	7,607	7,620	6,454	6,454
Total	5,608,854	5,922,497	5,968,443	5,970,368
Ministry Capital Expenditures (Consolidated Revenue Fund) ($000)				
Executive and Support Services	1,138	924	2	2
Capital Plan ($000)				
Public Schools	454,385	566,700	604,590	538,680

[1]For comparative purposes, amounts shown for 2016/17 have been restated to be consistent with the presentation of the 2017/18 Estimates.

*Further information on program funding and vote recoveries is available in the Estimates and Supplement to the Estimates."

SUCH Sector Resource Summary

School Districts	2016/17 Forecast	2017/18 Budget	2018/19 Plan	2019/20 Plan
Combined Income Statement ($000)[1]				
Total Revenue	6,083,925	6,299,501	6,371,747	6,398,945
Total Expense	6,048,190	6,247,723	6,314,899	6,357,757
Net Operating Results	35,735	51,778	56,848	41,188

[1] This combined income statement includes 60 school districts. Numbers do not include the eliminating entries required to consolidate these agencies with the government reporting entity.

Major Capital Projects

Major Capital Projects (over $50 million)	Targeted Completion Date (Year)	Project Cost to Dec 31, 2016	Estimated Cost to Complete	Approved Anticipated Total Capital Cost of Project ($ millions)
Grandview Heights Secondary School Under the ministry's Expansion Program, School District No. 36 (Surrey) is building a new 1,500-student-capacity secondary school in the Grandview neighbourhood in Surrey. Enrolment in this part of the Surrey School District has grown substantially in recent years, and the new school will alleviate pressures at other district secondary schools, particularly Earl Marriot Secondary and Semiahmoo Secondary, which are operating over their current capacities. It is estimated that the new school will cost $60.6 million and be complete in the school year 2019/20.	2020	$1M	$60M	$61M
New Westminster Secondary School Under the ministry's Safety Program, School District No. 40 (New Westminster) is building a replacement 1,900-student-capacity secondary school on its current site located in New Westminster. The replacement of New Westminster Secondary is estimated to cost $106.5 million and is scheduled to open in the 2019/20 school year.	2020	$0	$107M	$107M

Major Capital Projects (over $50 million)	Targeted Completion Date (Year)	Project Cost to Dec 31, 2016	Estimated Cost to Complete	Approved Anticipated Total Capital Cost of Project ($ millions)
Willoughby Slope Secondary School Under the ministry's Expansion Program, School District No. 35 (Langley) is building a new 1,500-student-capacity secondary school in the Willoughby neighbourhood in Langley. Enrolment in this part of the Langley School District has grown substantially in recent years, and the new school will alleviate pressures at other district secondary schools, particularly R. E. Mountain Secondary, which is operating over its current capacity. It is estimated that the new school will cost $55.2 million and be complete in the 2018/19 school year.	2019	$0	$55M	$55M
Oak Bay Secondary School Under the ministry's Safety Program, School District No. 61 (Greater Victoria) replaced the existing secondary school with a new 1,300-student-capacity school on the current site; including district-funded space for 100 international students. The school opened for students in September 2015, meeting the Targeted Completion date. All ancillary work has now been completed, however, there are some associated tailing costs which are expected to be finalized by the end of the 2016/17 fiscal year.	2015	$50M	$2M	$52M
Salish Secondary School Under the ministry's Expansion Program, School District No. 36 (Surrey) is building a new 1,500-student-capacity secondary school in the Clayton neighbourhood in Surrey. Enrollment in this part of Surrey School District has grown substantially in recent years, and the new school will alleviate pressures at other district secondary schools, particularly Lord Tweedsmuir, which is operating over its current capacity. It is estimated that the new school will cost $55 million and complete in 2017.	2017	$27M	$28M	$55M

Kitsilano Secondary School Under the ministry's Safety Program, School District No. 39 (Vancouver) is adding a new wing, seismically upgrading and completely restoring the existing 1,500-student-capacity school on the current site. The project met the major milestone of opening the first wing by October 2015. Restoration and seismic upgrade continues on the heritage portion. It is estimated that the improvements will cost $65 million and be complete in the Fall of 2017.	2017	$47M	$18M	$65M
Centennial Secondary School Under the Ministry's Safety Program, School District No. 43 (Coquitlam) is undertaking a seismic replacement of the existing Centennial Secondary with a 1,250-student-capacity school on its current site located in Coquitlam. The replacement of Centennial Secondary is estimated to cost $61 million and complete in 2016.	2016	$45M	$16M	$61M

Appendices

Appendix A: Ministry Contact Information

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